CHAPTER I
INTRODUCTION

1.1 Background of Study

Education is an important factor to determine the quality of a person. In Education field, learning English is very crucial besides the other subjects. English is one of the foreign languages that are taught in Indonesia. Learning and understanding English are not as easy as learning and understanding our own language because English is purely a foreign language for us. English has four skills which must be mastered by the learner good. According to Minister of National Education Department No.060/U/2006 the four skills are listening, speaking, reading, and writing. Mastering four skills in English is not easy for students.

Learning English at formal institution is not enough to English mastery because of limited time. To increase the students’ skills in English, students need additional time out of it.

Extracurricular activity is one of choices to fulfill the students’ need in learning English. Mardiana (2009) stated that extracurricular activities are more comfortable to participate, because the atmosphere is more informal than regular class. One of the extracurricular activities in formal institution is English extracurricular.

Every student has different factors that make him or her motivated to join English extracurricular as their extracurricular activity. Ormord (2003:368) stated that motivation is energy that causes people to move and point them to a particular direction. In addition, Mc. Donald (as cited in Sardiman, 2007:73) stated that
motivation is the energy needed to achieve the goals. Motivation is needed by students in improving their English skill because motivation can increase their activity to master it, without motivation, the students do not have spirit to learn English by join English extracurricular.

One of Junior High Schools in Malang that is conducting English extracurricular as an extracurricular activity is SMP Negeri 1 Malang. The researcher chooses SMP Negeri 1 Malang as the place to conduct this research. Sufairoh, Vice Headmaster at SMP Negeri 1 Malang, states English extracurricular is used to improve and motivate the students’ skills that support learning achievement. It gives them longer opportunity to learn English with other students at school guided by their teacher. English extracurricular is expected to develop students’ knowledge and experience they do not find in their curricular activities. Through English Extracurricular activities, students can increase their knowledge about English that are closely related to the lessons in the class.

In this study, the researcher only observes the students who join English extracurricular and their English achievement. The students’ English subject achievements are taken from their final scores. The score is analyzed from the first semester report. According to Iswanti (2002:4), Students' achievement is a learning result which is reflected in final report. Final report is the average score from processing of test score, daily test score, assignment score and task score.

Related to this study, the supporting researches have been conducted previously. Fredricks and Eccles (2006) found that organization activities can be linked to positive academic outcomes, including improved grades, test scores, more
school engagement, and increased educational aspirations. Gardner, Roth and Brooks-Gunn (2008), participation in organized activities during high school is positively associated with educational, civic, and to some extent, occupational success in young adulthood. On the other hand, Aristya (2005) found that the students' motivation in English Learning and Achievement English had very low correlation with their achievement. In addition Wilson (2009) found that students who are over-scheduled in too many activities find that the benefits of participating in out-of-school activities may actually decrease. Overscheduled children may be tired, irritable and show little interest in participation. In the context of this research, however, the researcher tends to think extracurricular activities has positive association with academic outcomes, this idea is supported by previous research conducted by Gardner, Roth and Brooks-Gunn (2008) because their research used the same school degree that is high school, but the differentiate is in Gardner, Roth and Brooks-Gunn used Senior High School and the researcher used Junior High School.

Based on these finding above, however not all extracurricular activities run in accordance with its purpose, to direct the learners to achieve optimal achievement, because in some cases it becomes extra-curricular activities linked to diminish students’ academic achievement. Therefore, the researcher is interested in conducting research on correlation between students joining English extracurricular toward motivation with their English subject achievement at SMP Negeri 1 Malang.

1.2 Statement of Problems

1) What are the factors that motivate the students to join English extracurricular?
2) Is there any positive correlation between joining English extracurricular with students English subject achievement?

1.3 Purpose of Study
1) To know the students’ motivation joining English extracurricular
2) To know whether there is a positive correlation between joining English extracurricular to students English subject achievement.

1.4 Hypothesis
1) Null Hypothesis (H_0): There is no correlation between Joining English extracurricular toward motivation and students' English subject achievement.
2) Alternative Hypothesis (H_1): There is correlation between Joining English extracurricular toward motivation and students' English subject achievement.

1.5 Significance of Study
The benefits of this research are:
1) To develop the knowledge and insight to support theories that already exist with regard to the field of education.
2) To inform the teacher as a motivator to encourage students to learn in a way this is effective so that students can achieve better performance.
3) To broaden the students' perception about the learning motivation to reach learning objectives and academic achievement.
4) To be used as a model in doing future research for the next researchers.

1.6 Scope and Limitation
The scope of this study is SMP Negeri 1 Malang who joins English extracurricular. The researcher only observes the students English achievement to the
students who join English extracurricular, while others students who did not join English extracurricular are not observed. The students’ English subject achievement consider from their first semester final result.

1.7 Definition of Key Terms

1) English Extracurricular is an extracurricular activity that aims to develop students’ skills in English. (Sufairoh, Vice Headmaster SMP Negeri 1 Malang)

2) Motivation is one of many human characteristics that affect the students’ behavior and motivation which are related to the students, including curiosity, self-concept, and values. (Henson & Eller, 2001:371)

3) Achievement is the mastery of English by the students that is taken from their final result. (Dariyo, 2013:89)